

POCATELLO COMMUNITY CHARTER SCHOOL

Sponsoring District: Pocatello School District

LOCATION: Pocatello	OPENING DATE: September 9, 1999
GRADE LEVELS: K-7 (will add 8 th grade for the 2001-02 school year)	STUDENT/FTE TEACHER RATIO:20/1 STUDENT/ADULT RATIO:10/1
ADMISSIONS POLICY: We have a lottery drawing each quarter and new applicants are put on the waiting list in the order they were drawn. Siblings of children already enrolled in the school are given preference.	
STUDENT ORGANIZATION: Multi-age with the exception of kindergarten	
FACILITY: We rent a space in the Westwood Mall. PCCS has renovated the space to meet our needs. The facility meets ADA requirements. Our plans are to stay in this space for at least several more years with the hope of eventually moving to a larger facility with more natural light, room for expansion, and a gym. <input checked="" type="checkbox"/> Permanent <input type="checkbox"/> Temporary	
STUDENT CHARACTERISTICS	Free/reduced lunch eligibility: 24% reduced Special needs: 10% LEP: 0% Title I: 0 % Children of school organizers: .06% Males: 54 % Females: 46 %
MISSION: To create a partnership of parents and teachers, dedicated to <i>academically challenging each student</i> , emphasizing innovation and flexibility.	
SCHEDULE ADJUSTMENTS (<i>daily schedule, calendar, etc.</i>): PCCS students (1 st -7 th) are here all day on Monday, Tuesday, Thursday, and Friday. Students go home at 12:00 on Wednesday to allow teachers planning and collaboration time for Expeditionary Learning. Kindergarteners were in school all day on Tuesday and Thursday and left at 12:00 on Wednesday. There are plans to change the kindergarten schedule for the 2001-02 school year.	

EDUCATIONAL PROGRAM	Check all characteristics that can be used to describe your school's program.		<input checked="" type="checkbox"/>	
	Block Scheduling	<input type="checkbox"/>	Multiage/Grade	<input checked="" type="checkbox"/>
	Character Instruction	<input type="checkbox"/>	Multiple Intelligences	<input type="checkbox"/>
	Core Knowledge	<input type="checkbox"/>	Service Learning	<input type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input type="checkbox"/>
	Foreign Language At All Grades	<input type="checkbox"/>	Thematic/Interdisciplinary	<input type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input type="checkbox"/>
	Individual Education Plans	<input checked="" type="checkbox"/>	Project Based	<input checked="" type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>
	Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: Expeditionary Learning Outward Bound curriculum Mathletics – math enrichment program Portfolio Assessment aligned with State Performance Standards Student-led conferences			
	Check all assessments that your school uses to gauge student performance.		<input checked="" type="checkbox"/>	
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	District/School Criterion Referenced Tests	<input type="checkbox"/>
				<input type="checkbox"/>
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: We look at the ITBS to determine programmatic areas of strength and weakness. The IRI, direct writing assessment, and direct math assessment are used to evaluate the growth of individual students and groups of students. These last three tests influence instruction at the school.			
	Award/Honors offered to students: Hope of America award sponsored by the Kiwanis club – given to a 6th grade girl and boy each year. Attendance awards given to students with perfect attendance			

STUDENT AND SCHOOL PERFORMANCE GOALS:

PCCS has amended the charter to adopt the Idaho State Performance Standards as our measurable goals. The standards have become our portfolio requirements and we have combined them to make them useful in multi-age classrooms. There are separate lists of portfolio requirements for kindergarten, early elementary, middle elementary, upper elementary, and middle school. In addition to using rubrics to assess individual pieces of work throughout the portfolio, we have recently created a rubric to be included in the portfolio which provides a brief description of an individual student's progress in meeting the state performance standards. The rubric lists the following areas of assessment and whether the student is below, near, meeting, or exceeding the standards in each area:

- **Literary Analysis**
- **Reading**
- **Writing**
- **Creative Writing**
- **Listening**
- **Speaking**
- **Viewing**
- **Math Investigation**
- **Math Proficiency**
- **Science Investigation**
- **Cultural, Historical, Geographic Investigation**
- **Economics**
- **Health/P.E.**

In addition the rubric lists four PCCS requirements and whether those have been completed or are non-applicable for that student's grade level:

- **Service Learning**
- **Design Principles**
- **Adventure**
- **Character Letters**

STUDENT ACHIEVEMENT DATA

Not included.

GOVERNANCE		Highlight One: P=Parent S=Staff ST=Student CM=Community Member				Length of time in current position		Highlight One: E=Elected A=Appointed		<i>Responsibilities of each individual</i>		
	School Board	P	S	ST	CM	7 mos		E	A	Vice-Chair		
		P	S	ST	CM	6 mos		E	A	member		
		P	S	ST	CM	2 yrs		E	A	Secretary		
		P	S	ST	CM	1 yr		E	A	Chair		
		P	S	ST	CM	2 yrs		E	A	Treasurer		
		P	S	ST	CM	4 mos		E	A	member		
		P	S	ST	CM	1 yr		E	A	member		
		❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 1 ❖ Frequency with which the board convenes: twice a month ❖ General meeting times: 6:30 – 10:00 ❖ Describe how meetings are posted to the public: agenda is posted on line and in the school lobby										
		Title				Length of time in current position		Also teaches in classroom		<i>Responsibilities of each individual</i>		
Administration	Dean				1 yr		Y N		School administrator			
	Name				# P	# S	# ST	# CM	<i>Responsibilities of each committee</i>			
Committees	Technology Fund Raising Library Playground											

FINANCIAL	1999-2000	2000-2001
Estimated Cost Per Student	\$5,329	
Operating Budget	\$639,482	
Sources Of Funding	Check all that apply: <input checked="" type="checkbox"/> State/District <input checked="" type="checkbox"/> Local Tax Revenues <input checked="" type="checkbox"/> Grants <input checked="" type="checkbox"/> Donations <input type="checkbox"/> Other _____ Additional Federal Funding: ♦ Students Identified <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Debt	\$115,554 As Of 03/01/00	
OTHER	1999-2000	2000-2001
Student Attendance Rate	93%	93%
Student Discipline		# suspensions to date: 0 % of students: # expulsions to date: 0 % of students: # of referrals to date: 0 % of students:
Student Enrollment	Total: 120 Waiting List: 159	Total: 140 Waiting List: 125
Number Of Students Leaving Mid-Year	#:21 Reasons For Leaving: ♦ Dissatisfaction ♦ Moving out of area	

OTHER <i>cont.</i>	1999-2000	2000-2001
Staff Development Opportunities	Through Expeditionary Learning by Outward Bound (ELOB). Teacher development to also include site visits to other charter schools/ELOB sites, as well as traditional in-service days. A board retreat will take place and team building exercises will continue.	<ol style="list-style-type: none"> 1. Expeditionary Learning Outward Bound: summer institute, training days in school year, national conference, leadership conference, site visits, Outward Bound professional development courses and summits 2. Guided Reading training 3. Mathlands training 4. Health and Welfare Child Protection Services workshop 5. Three technology training days
Teacher Qualifications	<p># FT: 7 # PT: 6</p> <p># Special Ed Endorsements: 2</p> <p># Non-Certified Giving Instruction: 1</p> <p>Avg. Teaching Experience: 5 Years</p> <p># with MA Degree: 0</p> <p># Teaching In Areas Outside Endorsements: 0</p>	
Number of Departing Staff	<p>#: 2</p> <p>Reasons For Leaving: Relocation</p>	

OTHER <i>cont.</i>	1999-2000	2000-2001
Parent Involvement	Hours: <i>Not stated</i> Types Of Involvement: Serve on Advisory Councils & committees; and eighteen sub- committees.	
Other Volunteers (e.g. Community Involvement)	500 Total Hours/Year 300 Classroom Hours/Year <input checked="" type="checkbox"/> Estimated <input type="checkbox"/> Recorded	
Transportation		
Lunch Services		
Other Student Services		